**EWRT 2**

**Winter 2020**

**Priorities for Community Health**

Instructor: Sherwin Mendoza, mendozasherwin@fhda.edu

L62, 9:30-11:45 Monday and Wednesday

Office Hours: Mondays and Wednesdays, 12:00-1:00, and by appointment

Office Hours Location: MCC-14 (IIS Division main office)

Final Exam: Monday, March 23, 9:15-11:15

**EWRT 2 Student Learning Outcomes**

1. Apply critical thinking skills to writing and complex readings.
2. Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
3. Demonstrate analysis, comparison, synthesis, and documentation of independent research.

**Priorities for Community Health**

In this course you will practice critical thinking in order to propose solutions to promote equity among people in California. We will begin from the standpoint of the discipline of public health in California, which is charged with improving the physical and mental health of people in the state. Public health, as it is conceptualized in this discipline, is not only concerned with the physical health of individuals and their access to medical care. Rather, public health is a much broader subject insofar as it considers social factors that affect the health of populations such as disparities in access to wealth, income, education, housing, transportation, and clean and safe environments. All of these things are necessary for health, but some people have much easier access to them than others. The primary goal of this course will be for you to write a proposal that will change a law, policy, or rule to make things that are necessary for health more accessible to more people in the near future.

This course is part of the IMPACT AAPI cohort program, a year-long program which is designed to promote the success of students of Filipino, Southeast Asian, and Pacific Islander heritage. I taught an EWRT 1A course last quarter that was focused on Filipinos. This quarter, another IMPACT AAPI course is focused on Pacific Islanders, and next quarter, a course will focus on Asian Pacific American literature. This EWRT 2 will not be focused on race and ethnicity, but you will have the option of focusing on race and ethnicity in your research project.

**Canvas**

Canvas is a “learning management system” that you will need to use in order to turn in your journals, outlines, and out-of-class essays. Assignment descriptions and course textbooks will be available from Canvas.

**Textbooks**

The major textbooks for this course will be publications of the State of California:

1. *Portrait of Promise: The California Statewide Plan to Promote Health and Mental Health Equity*
2. *Climate Change and Health: Understanding How Global Warming Could Impact Public Health in California*
3. *California State Budget 2019-20*
4. Summary of the Governor’s proposed budget for 2020-21
5. Historical documents such as the Governor’s proposed budget for 2019-20 and publications of the Legislative Analyst’s Office.

The sequence of course texts leads from a general overview of public health in California to the influence of public health practitioners and advocates on the state budget. The course texts should allow you to trace cause-effect relationships that led from people identifying a problem to proposing a solution to advocating for the solution to assembling the people and resources necessary for implementing the solution. You will do research to trace such cause-effect relationships in your historical narrative, the most difficult essay in this course. Finally, you will evaluate a line item from the Governor’s proposed budget for next year. That line should be a response to previous budgets and the advocacy that resulted in the State of California allocating resources to solve a problem that the state faced. Your evaluation will be reflected in your argumentative essay, in which you will draw material from your historical narrative in order to recommend either accepting, rejecting, or modifying a line from the state budget in order to achieve more equitable outcomes for the people of California.

As necessary, we will also use resources for improving specific writing skills that are provided by the English Department at De Anza, the Writing and Reading Center here at De Anza, and the Purdue OWL.

**Class Policies**

Attendance is mandatory. All class time counts and attendance every day is required unless I tell you otherwise. Please contact me before class if you are unable to attend, and we will set up a way for you to make up the missed class time. Please respect my time and the time of your classmates by coming to class on time. Please turn in assignments on time to make it easier for me to track the progress of everyone in the class.

Friday, February 28, will be the last day to drop this class with a “W.” On Wednesday of that week, you and I will have to decide whether you have a realistic chance of passing this class. If, at that point, you have missed four or more classes and you have not yet completed the historical narrative, I will drop you from the class unless you provide me with a realistic plan for you to catch up. The pace of this course will be fast, especially because two holidays fall on days when we would regularly meet. If you fall behind, it will be difficult for you to catch up.

This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.).

**Short Schedule of Writing Assignments**

Week 2: Short essay on *Portrait of Promise*

Week 3: Short essay on *Climate Change and Health*

Week 4: Synthesis essay (800-1200 words)

Week 6: Historical narrative (900-1200 words)

Week 7: Research summary, plan

Week 8: Argumentative essay (1500-2000 words)

Week 10: Analytical essay (1200-1500 words)

**Detailed Class Schedule**

Week 1: 1/6-1/8

Begin the first short essay

Reading: *Portrait of Promise*

Week 2: 1/13-1/15

Quiz on *Portrait of Promise*

Short essay on *Portrait of Promise*

Reading: *Climate Change and Health*

Week 3: 1/22

Holiday Monday, January 20

Quiz on *Climate Change and Health*

Short essay on *Climate Change and Health*

Reading: California State Budget (2019-20, proposed 2020-21)

Week 4: 1/27-1/29

Synthesis essay

Reading: California State Budget (2019-20, proposed 2020-21)

Week 5: 2/3-2/5

Research for the historical narrative

Week 6: 2/10-2/12

2/13: Pacific Islander/Filipino/Southeast Asian Outreach Conference

Historical narrative

Week 7: 2/19

Holiday Monday, February 17

Research summary, plan for the argumentative essay

Week 8: 2/24-2/26

Argumentative essay

2/28: Last day to drop the class with a “W”

Week 9: 3/2-3/4

Begin the analytical essay

Week 10: 3/9-3/11

Analytical essay

Week 11: 3/16-3/18

Revisions

Final Exam: Monday, March 23, 9:15-11:15

**Grades**

Assignment Points

Short essay on *Portrait of Promise* (Week 2) 50

Quiz on *Portrait of Promise* (Week 2) 50

Short essay on *Climate Change and Health* (Week 3 ) 50

Quiz on *Climate Change and Health* (Week 3) 50

Synthesis essay (Week 4) 50

Historical narrative (Week 6) 50

Research summary, plan (Week 7) 50

Argumentative essay (Week 8) 300

Analytical essay (Week 10) 200

Journals, outlines, workshops 100

Final exam 50

A 900-1000

A- 890-899

B+ 860-889

B 800-859

B- 790-799

C+ 760-789

C 700-759

**Appointments and Rewrites**

During Weeks 10 and 11 you will have an opportunity to make 30-minute appointments with me to discuss revisions on your two major essays, the argumentative essay and the analytical essay. If a grade for a revised essay is higher than the grade for a previous draft, the higher grade will replace the lower grade. If time permits, you will be able to revise essays more than once.